GRAMMATICAL INTERFERENCE MANIFESTATION IN
INTERNATIONAL SCHOOL’S STUDENTS AND IMMERSION
CLASS’ STUDENTS IN EDUHOUSE ENGLISH COURSE

A Thesis Presented as Partial Fulfilment of the Requirements to Obtain the Bachelor of Literature Degree in the Faculty of Language and Arts

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SEMARANG
2014
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058. 1. 1996. 201
ACKNOWLEDGEMENT

In this opportunity, I would like to express my gratitude, appreciation and thankfulness to all people that have already encouraged and supported me to finish this thesis although the limited space in here is not enough for me to mention all of them. Here are some of them:

1. Jesus Christ that has guided and blessed me for all my lifetime.

2. My major sponsor, Dr. Antonius Suratno, and my co-sponsor, Mrs. Emilia Ninik Aydawati, for their assistance, guidance and patience toward me in the middle of their tight schedules.

3. My parents and my little sister as my spirit and motivation that never stop asking me when I will finish my thesis.

4. My lecturers in Faculty of Language and Arts: Mr. Adhy, Mrs. Ike, Mrs. Heny, Mrs. Wuryani, Mr. Budi, Mrs. Cecil, Mr. Retang and Mrs. Eka for their assistance and knowledge that were given to me whole-heartedly.

5. My second family: Mr. and Mrs. Yokko Hartanto, Anita, Igor and all my colleagues in EduHouse for their support and love. They make me feel “Funtastic”.

6. Last but not least, my friends in Faculty of Language and Arts, especially all members of FLA Student Executive Board 2011/2012 and 2012/2013. Thank you for all experiences, happiness, love, laugh and tears that we shared.
I realize that this thesis is very far away from being perfect. Therefore, suggestions and constructive criticisms are highly appreciated to make it better. This thesis is specially dedicated to all people above and all readers.

Semarang, May 8, 2014

The writer
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ABSTRACT

Nowadays, bilingualism, using national language and foreign language (not only local language) is commonly applied in some schools, such as international schools and schools that have immersion classes. However, many children face difficulties to acquire more than one language. These difficulties can lead the children to produce errors in their language production that is called interference. The errors that came up in this stage could not be abandoned because the errors could be fossilized and the learners never accomplish the aim of learning second language.

This qualitative study was conducted to analyze four patterns of grammatical interference manifestation in immersion class students and international school students. The writer used transcription of conversations among students in the EduHouse English course and analyzed them to find out the grammatical interference patterns that are manifested based on the theories of grammatical interference. There are four kinds of grammatical interference: overgeneralization, simplification and avoidance (Ellis’ theory) and explicit interference (Lekova’s theory).

The result of this study indicates that the students of international schools in EduHouse did simplification and explicit interference in wh- questions. Whereas, the students of immersion class in EduHouse did simplification and explicit interference in reduplication and wh- questions.

*Key words: second language acquisition, grammatical interference, international school, immersion class*
ABSTRAK

Dewasa ini, bilingualisme, menggunakan bahasa nasional dan bahasa asing (tidak hanya bahasa daerah) secara umum diterapkan di beberapa sekolah, seperti sekolah internasional dan sekolah-sekolah yang memiliki kelas imersi. Namun, banyak anak menemui kesulitan untuk menguasai lebih dari satu bahasa. Kesulitan-kesulitan ini membuat anak-anak melakukan kesalahan (error) dalam proses produksi bahasa yang disebut interference. Kesalahan (error) yang terjadi dalam tahap ini tidak dapat dibiarkan karena kesalahan (error) dapat memfosil dan orang tersebut tidak pernah mencapai tujuan pembeelajaran bahasa kedua.

Studi kualitatif ini diadakan untuk menganalisa empat pola grammatical interference pada pelajar kelas imersi dan pelajar sekolah internasional. Penulis menggunakan transkrip percakapan antar siswa di kursus bahasa Inggris EduHouse dan menganalisa mereka untuk menemukan pola grammatical interference yang muncul berdasarkan teori grammatical interference. Ada empat jenis grammatical interference (kesalahan tata bahasa): overgeneralization, simplification, dan avoidance (teori Ellis) serta explicit interference (teori Lekova).

Hasil dari studi ini menunjukkan bahwa pelajar sekolah internasional di EduHouse melakukan simplification dan explicit interference in wh-questions. Sedangkan, pelajar kelas imersi di EduHouse melakukan simplification dan explicit interference in reduplication and wh-questions.

Kata kunci: second language acquisition, grammatical interference, international school, immersion class